has fallen for want of adequate resources as the State Government cannot render much help to upgrade their systems;

(b) whether it is also a fact that future of the degree and diploma holders is in the dark on account of the above fact; and

(c) if so, the help rendered by the Centre to provide infrastructure and financial help to upgrade the technical know-how and other standards of education in the State?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DR. VALLABHBHAI RAMJIBHAI KATHIRIA): (a) to (c) As per the information furnished by the All India Council for Technical Education (AICTE), they have not received any such report from the State of Orissa. The primary responsibility for providing adequate facilities and infrastructure in the State level Technical Institutions is with the Private Trust, Society or the State Government, as the case may be. However, AICTE operates various Schemes, namely, Modernisation and Removal of Obsolescence, Thrust Area Programmes in Technical Education, Research & Development etc. under which financial support is provided to Technical Institutes.

Load of school bags on children

†652. DR. PRABHA THAKUR: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether the load of school bags on children is increasing alongwith the load of studies;

(b) whether Government propose to take any steps in order to reduce this increasing load of books on children; and

(c) if so, the details thereof?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DR. VALLABHBHAI RAMJIBHAI KATḤIRIA): (a) to (c) The National Curriculum Framework for School Education-2000 has made recommendations aimed at reducing the total load, physical and mental, of school children. The integration of Art Education, Work Education and Health Education into the Art of

†Original notice of the question was received in Hindi.

Healthy and Productive Living at the primary level and the integration of History, Geography, Civics and Economics into Social Sciences from Class VI to X would result in lighter school bags and less strenuous study load. More importance to skills and processes rather than theoretical details and information would further reduce this burden upto the secondary level.

South Indian languages in Hindi speaking states and UTs

653. SHRI C. RAMACHANDRAIAH: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether it is a fact that Government had introduced a scheme in 1993-94 to teach a South Indian language in Hindi speaking States and UTs;

(b) if so, the number of South Indian languages i.e. Telugu, Tamil, Kannada and Malayalam which were introduced, number of teachers appointed and the amount spent on each language, since the inception of scheme, year-wise;

(c) whether there is any plan to make one South Indian language compulsory in Hindi speaking States and UTs for the promotion of National integration through language; and

(d) if so, the details thereof?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DR. VALLABHBHAI RAMJIBHAI KATHIRIA): (a) and (b) The Government of India launched a Scheme called Appointment of Modern Indian Language Teachers (MIL) in 1993-94 with the objective of implementation of Three Language Formula and promoting national integration as well as to help the development of composite Hindi by drawing on from the regional languages as envisaged in the Constitution.

Under the scheme a grant was released to the Government of Haryana and to the Government of Himachal Pradesh in the year 1994-95. 13 Tamil teachers had been appointed by the Government of Himachal Pradesh to teach Tamil in the schools of the State. In the 10th plan the scheme is being implemented under a wider scheme of Appointment of Language Teachers.